

**M.Phil.**  
**COMMERCE**  
**DEGREE PROGRAMME**

**Curriculum**  
**(2019 – 2020)**



**Department of Commerce**  
**Bishop Heber College**  
**(Autonomous)**  
**Tiruchirappalli – 620 017**

## SCHEME OF COURSE & SYLLABUS

M.Phil 2019

Sem	Course	Course Title	Course Code	Hours / week	Credits	Marks		
						CI A	ES E	Total
I	Course - I	Research Methodology	M19CM101	6	4	25	75	100
	Course - II	Advanced Functional Management	M19CM102	6	4	25	75	100
	Course - III	Teaching and Learning Skills	M19CM103	6	4	25	75	100
	Course - IV (Elective)	Guide Paper		6	4	25	75	100
II	Dissertation	Dissertation and Viva- Voce	M19CM2PJ	--	8	--	--	200

Total Credits : 24

600

## COURSE I

### RESEARCH METHODOLOGY

**Sem : I**  
**Hours : 6**

**Code : M19CM101**  
**Credits : 4**

#### Course objectives :

1. To enable the scholars understand the concepts of research methods in Commerce
2. To design the Research Proposal and decide the sample techniques and size.
3. To understand the mode of collecting data and do the interpretation of the same.
4. To expose the scholars to statistical tools and packages, imperative for researches
5. To learn the art of writing the reports and to be cautious of plagiarism.

#### UNIT I

Research: Meaning – Purpose and Types – Steps in Research – Selection and formulation of a research problem - Review of Literature.

#### UNIT II

Research Design- Meaning and types(Case Design and Survey Design) – Sampling- Meaning, Methods and applications- Sampling techniques and Design- Sample size and Sampling errors

#### UNIT III

Data Collection- Methods and , Sources; Techniques questionnaire and interview schedule; Pre testing – Pilot Study – Data Processing : Meaning, Steps,- Analysis of data – Interpretation of data through SPSS – Correlation – Partial and multiple – Regression – Partial and Multiple - Time series analysis (Problem and Theory)

#### UNIT IV

Hypothesis – Concept, steps, sources – testing of hypothesis – Chi – Square test, ‘t’ test, ‘z’ test , ‘F’ test and ANOVA - One way and two way classification (Problem and Theory)

#### UNIT V

Report Writing: Types of reports – contents of report – style of reporting – steps in drafting reports - Footnotes and bibliography writing; checking plagiarism

**Note: Theory 75% and Problem 25%**

**TEXT BOOKS RECOMMENDED :**

1. Kothari C.R., “Research Methodology Methods and Techniques” (New Delhi : New Age International).
2. Krishnaswamy O.R. & Renganathan M. “Methodology of Research in Social Sciences”, (New Delhi : Himalaya Publishing House)
3. Ravilochanan P, “Research Methodology” (Chennai : Margham Publications)
4. Pauline V. Young, “Scientific Social Surveys and Research” (New Delhi : Prentice Hall of India P. Ltd)
5. Patten Chetty, “Research Methodology” (Coimbatore : Rainbow Publications).
6. Saravanavel P, “Research Methodology” (Agra : Kidap Mahal)

**Course Outcomes :**

1. Scholars would have understood the concepts of research methods in Commerce
2. Scholars would have learnt to design the Research Proposal and decide the sample techniques and size.
3. Scholars would have become familiar with the mode of collecting data and do the interpretation of the same.
4. Scholars would have been exposed to the statistical tools and packages, imperative for researches
5. Scholars would have learnt the art of writing the reports and to be cautious of plagiarism.

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**COURSE II**  
**ADVANCED FUNCTIONAL MANAGEMENT**  
**(THEORY ONLY)**

**Sem : I**  
**Hours : 6**

**Code : M19CM102**  
**Credits : 4**

**Course Objectives :**

1. To enable the research scholars understand the research domains relating to financial management
2. To familiarize the scholars with research issues connected with Human Resource Management
3. To expose the scholars with the various elements of marketing research
4. To enable the scholars to be aware of the research avenues in portfolio management
5. To gain new knowledge of the issues afflicting the financial institutions and understand the research scope in them .

**UNIT I**

**Financial Management :** Objectives - Functions - capital structure - determinants - leverages - types - working capital Management.

**UNIT II**

**Human Resources Management:** Objectives and Functions - Recruitment Management - Training and Development - Compensation Administration - Performance Management - Employee engagement - Strategic Human Resources Management - Global Human Resources Management - An introduction to HR metrics and analytics

**UNIT III**

**Marketing Management:** Elements - Retail Management - Customer Relationship Management - Advertisement Management - E- marketing - mobile marketing - green marketing - services marketing

**UNIT IV**

**Portfolio Management :** Capital Market - Instruments - Equities debit and derivatives - Primary Market - Issue methods. Market intermediaries -Secondary Market - Trading techniques and settlement procedures - Mutual Funds.

## UNIT V

**Financial Institution Management** – Bank Management – E-banking – payment banks including post office services – insurance management – bancassurance – co-operation management – credit management – NPA – types – challenges faced by financial institutions.

### TEXT BOOKS RECOMMENDED:

1. Prasanna Chandra, Investment Analysis and Portfolio Management, 5<sup>th</sup> Edition, McGraw Hill Education (India), Pvt Ltd, 2017.
2. Prasanna Chandra, Financial Management, 9<sup>th</sup> Edition, McGraw Hill Education (India), Pvt Ltd, 2015.
3. Kotler Philip, Et al, Marketing Management, Pearson Prentice Hall, 2009.
4. Aquinas P G, Human Resource Management, Principles and Practice, Vikas Publishing House Pvt Ltd., 2009.

### Course Outcomes :

1. Scholars would learn to appreciate the various research domains relating to financial management
2. Scholars would have understood the research scope available in Human Resource Management
3. Scholars would have got an exposure to various elements of marketing research
4. Scholars would be aware of the research avenues in portfolio management
5. Scholars would have acquired the ability to solve the issues emanating from the performance of various financial institutions.

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**COURSE III  
TEACHING AND LEARNING SKILLS**

**Sem : I  
Hours : 6**

**Code : M19CM103  
Credits : 4**

**Objectives:**

1. Acquaint different parts of computer system and their functions
2. Understand the operations and use of computers and common Accessories
3. Develop skills of ICT and apply them in teaching learning context and Research
4. Appreciate the role of ICT in teaching, learning and Research
5. Acquire the knowledge of communication skill with special reference to its elements, types, development and styles
6. Understand the terms communication Technology and Computer mediated teaching and develop multimedia /e- content in their respective subject
7. Understand the communication process through the web
8. Acquire the knowledge of Instructional Technology and its Applications
9. Develop different teaching skills for putting the content across to targeted audience

**UNIT I : Computer Application Skills**

Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations-- **ICT for Professional Development:** Concept of professional development; institutional efforts for competency building; individual learning for professional development using professional networks, OERs, technology for action research, etc.

**UNIT II : Communications Skills**

Communication: Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written; Non-verbal communication – Intrapersonal, interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of communication: Listening, Speaking, Reading and Writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

**UNIT III : Pedagogy**

Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation - Versatility of Lecture technique – Demonstration: Characteristics, Principles, planning Implementation and Evaluation – Teaching-learning

Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion

#### **UNIT IV : E- Learning, Technology Integration and Academic Resources in India**

Concept and types of e-learning (synchronous and asynchronous instructional delivery and means), m-learning (mobile apps); blended learning; flipped learning; E-learning tools (like LMS; software's for word processing, making presentations, online editing, etc.); subject specific tools for e-learning; awareness of e-learning standards- Concept of technology integration in teaching- learning processes; frameworks guiding technology integration (like TPACK; SAMR); Technology Integration Matrix- Academic Resources in India: MOOC, NMEICT; NPTEL; e-pathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

#### **UNIT V : Skills of Teaching and Technology based assessment**

Teaching skills: Definition, Meaning and Nature- Types of Teaching Skills: Skill of Set Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills- **Technology for Assessment:** Concept of assessment and paradigm shift in assessment; role of technology in assessment 'for' learning; tools for self & peer assessment (recording devices; erubrics, etc.); online assessment (open source software's; e-portfolio; quiz makers; e- rubrics; survey tools); technology for assessment of collaborative learning like blogs, discussion forums; learning analytics

#### **References**

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi
2. Brandon Hall , E-learning, A research note by Namahn, found in: [www.namahn.com/resources/ .../note-e-learning.pdf](http://www.namahn.com/resources/.../note-e-learning.pdf), Retrieved on 05/08/2011
3. Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh
4. Information and Communication Technology in Education: A Curriculum for schools and programmed of Teacher Development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002.
5. Jereb, E., & Šmitek, B. (2006). Applying multimedia instruction in elearning. *Innovations in Education & Teaching International*, 43(1), 15-27.
6. Kumar, K.L. (2008) Educational Technology, New Age International Publishers, New Delhi.
7. Learning Management system : [https://en.wikipedia.org/wiki/Learning\\_management\\_system](https://en.wikipedia.org/wiki/Learning_management_system) , Retrieved on 05/01/2016
8. Mangal, S.K (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana.
9. Michael,D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New york.



10. Pandey,S.K (2005) Teaching communication, Commonwealth Publishers, New Delhi.
11. Ram Babu,A abd Dandapani,S (2006), Microteaching (Vol.1 & 2), Neelkamal Publications, Hyderabad.
12. Singh,V.K and Sudarshan K.N. (1996), Computer Education, Discovery Publishing Company, New York.
13. Sharma,R.A., (2006) Fundamentals of Educational Technology, Surya Publications, Meerut
14. Vanaja,M and Rajasekar,S (2006), Computer Education, Neelkamal Publications, Hyderabad.

### **Course Outcomes**

After completing the course, the students will:

1. Develop skills of ICT and apply them in Teaching Learning context and Research.
2. Be able to use ICT for their professional development
3. Leverage OERs for their teaching and research
4. Appreciate the role of ICT in teaching, learning and Research.
5. Develop communication skills with special reference to Listening, Speaking, Reading and Writing
6. Learn how to use instructional technology effectively in a classroom
7. Master the preparation and implementation of teaching techniques
8. Develop adequate skills and competencies to organize seminar/ conference/ workshop/ symposium/panel discussion
9. Develop skills in e-learning and technology integration
10. Have the ability to utilize Academic resources in India for their teaching
11. Have the mastery over communication process through the web.
12. Develop different teaching skills for putting the content across to targeted audience.
13. Have the ability to use technology for assessment in a classroom

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